

## **MEETING MINUTES**

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The Santa Rosa City Schools Board Meeting of May 17, 2023, starting at 5:30 pm, is in a hybrid format. The public can attend and comment in person by presenting a blue card to the Executive Assistant at Santa Rosa High School Multi-Purpose Room (1235 Mendocino Ave. Santa Rosa, CA 95401) or attend and comment in a virtual format via Zoom by using the virtual hand raising feature. For more information on virtual attendance (including how to watch, give public comment and listen in Spanish) please click [HERE](#).

La reunión de la mesa directiva de del distrito escolar Santa Rosa City Schools 17 del mayo de 2023 a partir de las 5:30 pm, se llevará a cabo en formato híbrido. El público puede asistir y comentar en persona presentando una tarjeta azul al Asistente Ejecutivo en el Salón de Usos Múltiples de Santa Rosa High School (1235 Mendocino Ave. Santa Rosa, CA 95401 ) o asistir y comentar en un formato virtual a través de la aplicación Zoom ,usando la función para levantar la mano virtual. Para obtener más información sobre la asistencia virtual (incluido cómo mirar, dar comentarios públicos y escuchar en español), haga clic [AQUÍ](#).

Individual speakers shall be allowed up to three minutes to address the Board on each agenda or non agenda item. The Board may limit the total time for public input on each item to 20 minutes. With Board consent, the presiding officer may increase or decrease the time allowed for public presentation, depending on the topic and the number of persons wishing to be heard. The presiding officer may take a poll of speakers for or against a particular issue and may ask that additional persons speak only if they have something new to add (BP 9323).

Se les permitirán a los oradores hablar de manera individual por tres minutos ante la mesa directiva sobre cada tema incluido o no en la agenda. La mesa directiva puede limitar el tiempo total para la participación del público a 20 minutos por cada tema. Con el consentimiento de la mesa directiva, la presidenta puede incrementar o disminuir el tiempo asignado para los comentarios del público, dependiendo del tema y la cantidad de personas que deseen ser escuchadas. La presidenta puede llevar a cabo una encuesta para determinar cuántos oradores están a favor o en contra de un tema en particular, y puede pedir que otras personas hablen solo si tienen algo nuevo que agregar (BP 9323).

For questions or comments, please contact the Superintendent's Office at (707) 890-3800 ext. 80201 or mmartin@srcs.k12.ca.us.

To view future board meeting dates, click [HERE](#).

To view agendas and minutes from July 2016 - August 12, 2020, click [HERE](#).

To view agendas and minutes prior to July 27, 2016, please contact the Superintendent's Office at (707) 890-3800 ext. 80201, mmartin@srcs.k12.ca.us.

To view recordings of past board meetings, click [HERE](#).

**MISSION:** SRCS ensures equitable access to a transformative educational experience grounded in the assets of our students, staff, and community. We nurture the whole student in an engaging, challenging, and safe environment. We recognize and value each student's individuality and our community's cultural wealth.

**VISION:** SRCS will send students into the world empowered to find purpose, think critically, embrace diversity, work together, and adapt to our changing planet, and live healthy and fulfilling lives.

**A. CALL TO ORDER (5:00 p.m.)**

**1. Public Comment on Closed Session Agenda**

President Manieri called the meeting to order at 5:02 pm.

The following individuals addressed the Board during public comment:

- Adina Flores
- Shelby Pryor

**B. RECESS TO CLOSED SESSION**

**1. Conference With Legal Counsel - Anticipated Litigation (Number of potential cases: 1) [Gov. Code § 54956.9]**

**C. RECONVENE TO OPEN SESSION (5:30 p.m.)**

The meeting reconvened to open session at 5:46 pm.

There was no action taken during closed session.

**1. Pledge of Allegiance**

President Manieri led the Pledge of Allegiance.

**2. Public Comment On Agenda Items, Only**

The following individuals addressed the Board during public comment:

- Adina Flores

**D. DISCUSSION / ACTION ITEMS**

**1. (Discussion) District-Wide Data Presentation: Panorama, YouthTruth, and Discipline**

The following individuals presented the District-Wide Data to the Board:

- Anna Trunnell, Superintendent
- Dr. Roderick Castro, Assistant Superintendent, Educational Services
- Dr. Emanuele Bardelli, Director, Information & Evaluation
- Stacy Desideri, Director, Student & Family Engagement
- Kaesa Enemark, Coordinator, Student & Family Engagement
- Eric Lofchie, Mental Health Clinical Supervisor

Kaesa Enemark and Eric Lofchie presented the data that was collected from the Panorama Education Survey on social-emotional learning (SEL) and well-being of students and staff, as well as the YouthTruth Culture and Climate Survey of students, families, and staff to the Board.

- The duration of the Board's questions and comments lasted one hour and 15 minutes.

Stacy Desideri and Emanuele Bardelli presented the data as it pertains to discipline patterns to the Board.

- The duration of the Board's questions and comments lasted one hour and 11 minutes.

The presentation is attached to the Board Meeting Minutes.

**E. ADJOURNMENT**

The meeting adjourned at 9:20 pm.

# Special Board Meeting

## May 17, 2023

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Panorama/YouthTruth/Discipline Patterns

# Santa Rosa City Schools - MVP's

## Mission

SRCS ensures equitable access to a transformative educational experience grounded in the assets of our students, staff, and community. We nurture the whole student in an engaging, challenging, and safe environment. We recognize and value each student's individuality and our community's cultural wealth.

## Vision

SRCS will send students into the world empowered to find purpose, think critically, embrace diversity, work together, and adapt to our changing planet, and live healthy and fulfilling lives.



# Santa Rosa City Schools - MVP's

## Priorities

- Priority 1: Life Ready Learners
- Priority 2: Whole Person Focus
- Priority 3: High Quality Staff
- Priority 4: Teaching and Learning Environment and Resources
- Priority 5: Equity and Excellence
- Priority 6: Family Engagement and Community Partnerships
- Priority 7: Sustainable Funding

# Introduction of Presenters

- Anna Trunnell, Superintendent
- Dr. Roderick Castro, Assistant Superintendent, Educational Services
- Dr. Emanuele Bardelli, Director, Information & Evaluation
- Stacy Desideri, Director, Student & Family Engagement
- Kaesa Enemark, Coordinator, Student & Family Engagement
- Eric Lofchie LMFT, Mental Health Clinical Supervisor

# Purpose of Tonight's Presentation

- Honor the presentation originally brought forward to the Board at the March 29 Board meeting on Survey Results and Updates: YouthTruth Culture and Climate Survey and Panorama Social-Emotional Survey
- Share a focused set of Panorama and YouthTruth survey data that highlights some key trends between student and staff responses.
- Introduce Discipline data patterns over years to highlight trends in suspension data.
- Make connections between the data as indicators of programmatic and policy development.

# Flow of Tonight's Presentation

- YouthTruth Data
- Panorama Data
- Discipline Data
- Program and Policy Connections

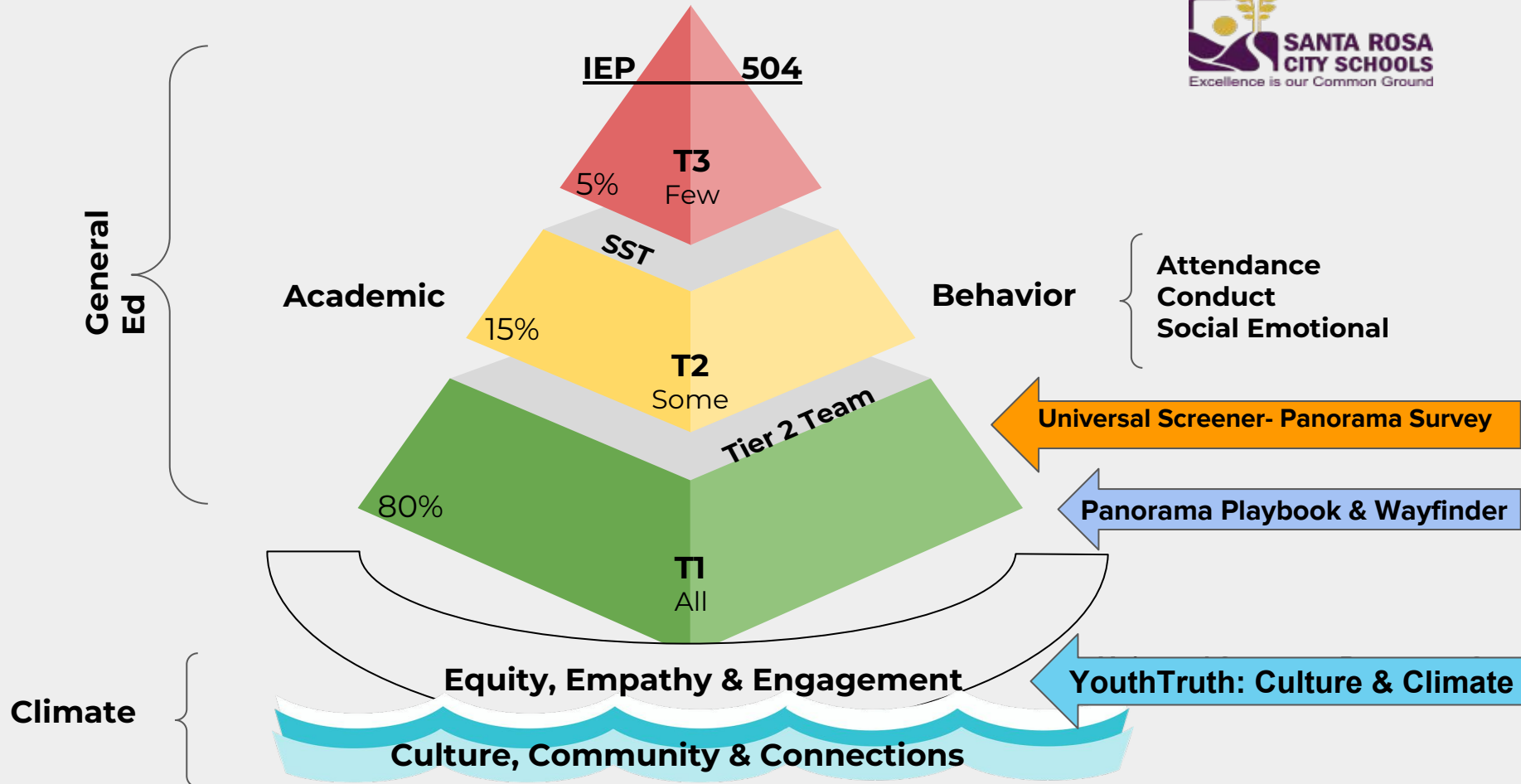
**YouthTruth Culture & Climate  
Survey  
and  
Panorama Social-Emotional Survey**

**Kaesa Enemark & Eric Lofchie LMFT**

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# Outline for Tonight's Survey Presentation

- The Big Picture: MTSS
- Understanding the 2 Surveys
- Panorama
- YouthTruth



*You can change what you  
can measure.*

SURVEYS help us get  
valuable stakeholder voices  
that help us plan, evaluate  
and implement initiatives.

We know that  
students' social  
emotional  
wellness  
is a key driver to  
their academic  
success.



# 2022-2023 SURVEYS

<u>AUG</u>	<u>SEPT</u>	<u>OCT</u>	<u>NOV</u>	<u>DEC.</u>	<u>JAN</u>	<u>FEB.</u>	<u>MAR</u>	<u>APR</u>	<u>MAY</u>
		<u>Panorama (pre)</u>			<u>YouthTruth</u>			<u>Panorama (post)</u>	

<p><u>Panorama</u> <u>Since Fall 2021</u> actionable</p>	<p><u>YouthTruth</u> <u>Since Spring 2019</u> anonymous</p>
<p>4th-12th graders <b>10-15</b> minutes</p>	<p>3rd-12th graders <b>45</b> minutes</p>





**PANORAMA**  
EDUCATION

# CROSSWALK student survey

**YouthTruth**  
— STUDENT SURVEY —  
A NATIONAL NONPROFIT

**Supportive Relationships** ⓘ

**Classroom Effort** ⓘ

**Positive Feelings** ⓘ

**Challenging Feelings** ⓘ

**Self-Efficacy** ⓘ

## STUDENT

### Engagement

*This summary measure describes the degree to which students perceive high expectations and feel engaged with their school and their education.*

### Academic Challenge

*This summary measure describes the degree to which students feel their learning is challenging and relevant.*

### Instructional Methods (elementary only)

*This summary measure describes the strategies and approaches students report their teachers using in class.*

### Culture

*Varies by grade-level... elementary is orderly and respectful classroom; secondary is respectful and fair school.*

### Belonging and Peer Collaboration

*This summary measure describes the degree to which students feel welcome at their school and have collaborative relationships with their classmates.*

### Relationships

*This summary measure describes the degree to which students feel they receive support and personal attention from their teachers.*

### College & Career Readiness (high only)

*This summary measure describes the degree to which students feel equipped to pursue college and careers.*

### Emotional & Mental Health

*Students are asked to describe the degree to which they have they have external supports and intrinsic resources they can use to cope with problems.*

### Project-Based Learning

*Students are asked a series of questions about their engagement with project- and problem-based learning.*

### Drugs & Alcohol (secondary only)

*Students in Sonoma County Schools schools were asked whether, during the past month, they have used any of the following intoxicants or substances.*

### Obstacles to Learning (secondary only)

*Students are asked whether, various circumstances make it hard for them to do their best.*

### Local Resilience Questions (secondary only)

*Custom resilience questions for Sonoma County.*



**PANORAMA**  
EDUCATION

**YouthTruth**

— STUDENT SURVEY —

A NATIONAL NONPROFIT











## RESPONSE RATES

- **83% Student Survey Grades 4-12**  
10,294/12,287 Same % as 2021
- **94% Teacher Perception Survey**  
2,150/2,269 K-3 Up from 89% in 2021
- **69% Staff Survey**  
(First time) 663/971

## RESPONSE RATES

- **80% Student Survey Grades 3-12**  
10,442/12,893 Up from 78% in 2022
- **61% Staff Survey**  
864/1,399 Down from 75% in 2022
- **18% Family Surveys**  
2,647/14,636 Down from 26% in 2022

# Panorama Student SEL Competencies and Well-Being: Grades 6-12 Fall 2022

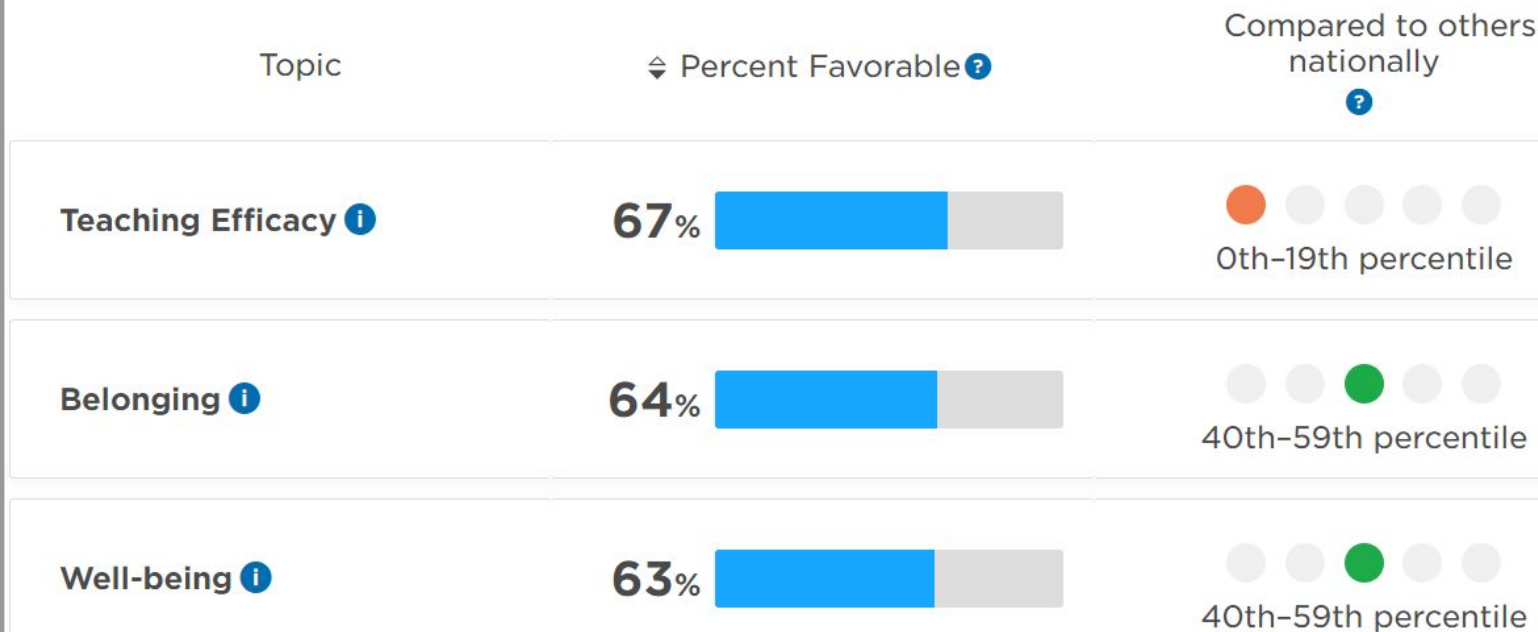
Topic	Percent Favorable?	Compared to others nationally?	Percentage point Change since Fall 2021?
Supportive Relationships <i>i</i>	79% 	 20th-39th percentile	▲ 1
Classroom Effort <i>i</i>	67% 	 40th-59th percentile	▲ 1
Challenging Feelings <i>i</i>	50% 	 40th-59th percentile	▼ 1
Positive Feelings <i>i</i>	45% 	 0th-19th percentile	▲ 2 Greatest increase
Self-Efficacy <i>i</i>	37% 	 0th-19th percentile	▲ 1

# Panorama TEACHER SURVEY RESULTS: Fall 2022



## Teacher Survey

484 responses | [show breakdown](#)



# Panorama trends by grade level:

Group Name	Group Size	Challenging Feelings	Classroom Effort	Positive Feelings	Self-Efficacy	Supportive Relationships
All respondents	9,060	50%	67%	45%	37%	79%

Student Grade Level		Challenging Feelings	Classroom Effort	Positive Feelings	Self-Efficacy	Supportive Relationships
6	606	+7	+12	+8	+11	+4
7	1,341	+8	+5	+3	+4	0
8	1,244	+2	-3	0	-1	-1
9	1,557	+1	-1	-1	-3	-1
10	1,382	-2	-1	0	-3	0
11	1,521	-4	-3	-3	-5	+1
12	1,409	-4	-2	+1	+2	+2

Focus Intervention

# Panorama Example: Fall 2022



A systemic way to find internalizers.

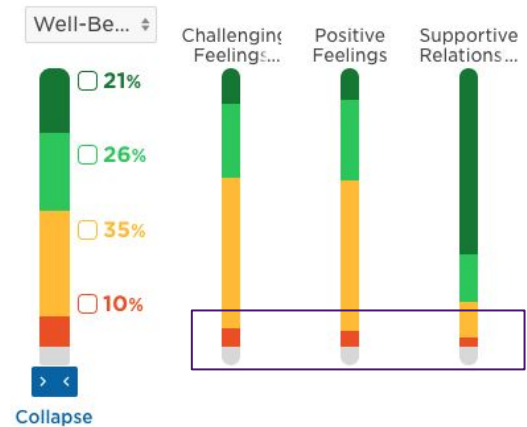
One story of a student identified through  
Panorama data, and the next steps.

# Case finding example- Intervention Snapshot

- Counselors are able to zoom into student data to focus on different levels needs.
- By clicking on the red areas we can easily filter students who have lowest strengths in Supportive Relationships and Challenging Feelings.

Viewing all 1,503 students

TIMEFRAME YTD



# Intervention Snapshot- Continued

Viewing 9 of 1,503 students who match these attributes:

Challenging Feelings ×  
Low

Supportive Relationships ×  
Low

Clear all

TIMEFRAME ?

YTD

- We found 9 students who rated lowest on both Supportive Relationships and Challenging Feelings.
- School Counselors and School-Based Therapists meet with these 9 students and work with Tier II Teams to address concerns.
- Groups can easily be saved and tracked in Panorama to measure interventions.



# How Did Sites Respond to Panorama DATA?

## School Site Accountability

In 2022-23 each site shares their:

- School-wide SEL plan
- Plan to share Panorama data with staff
- Plan to respond to their site data (Panorama Playbook, Wayfinder lessons, school wide SEL efforts)

Tier 2 teams analyzed data to:

- Identify students with no SEL strengths: the “internalizers”
- Identify students without supportive relationships to connect with them
- Counselors reviewed free response from students for concerning comments



# Questions?

# YouthTruth

— STUDENT SURVEY —

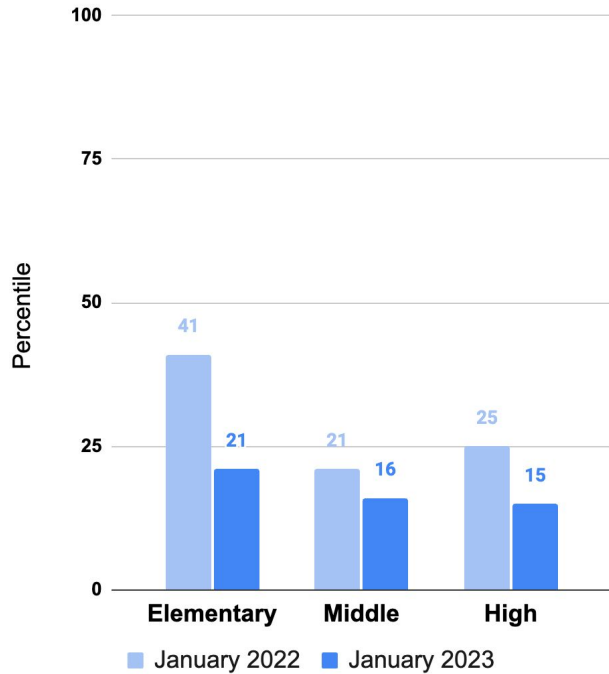
A NATIONAL NONPROFIT

# YouthTruth Survey: It's on the SRCS Website!

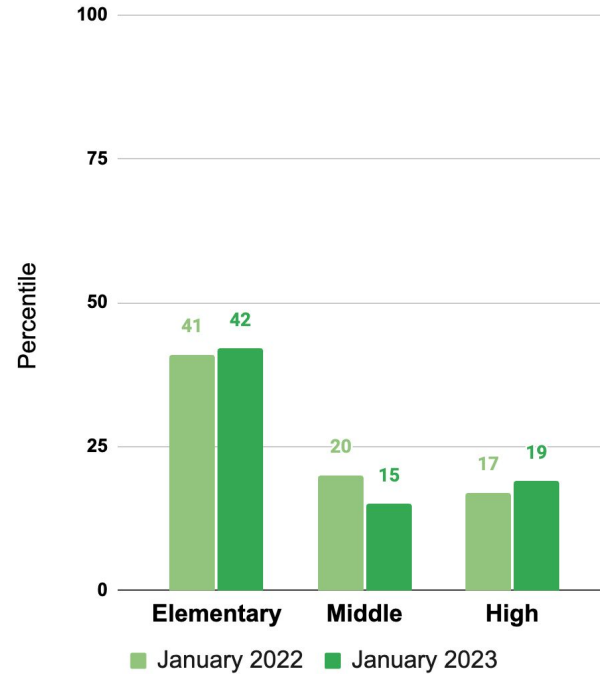
- Offer opportunities to help staff, students, and families become more familiar with the platform
- Data helps inform our LCAP and SPSA actions
- Improve use of results to improve culture and climate efforts.

# I Feel Safe at School

## Students



## Staff

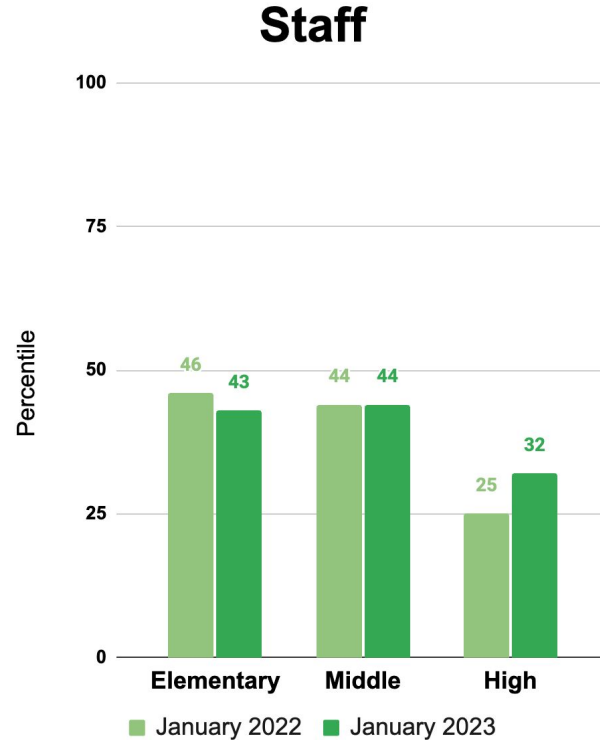
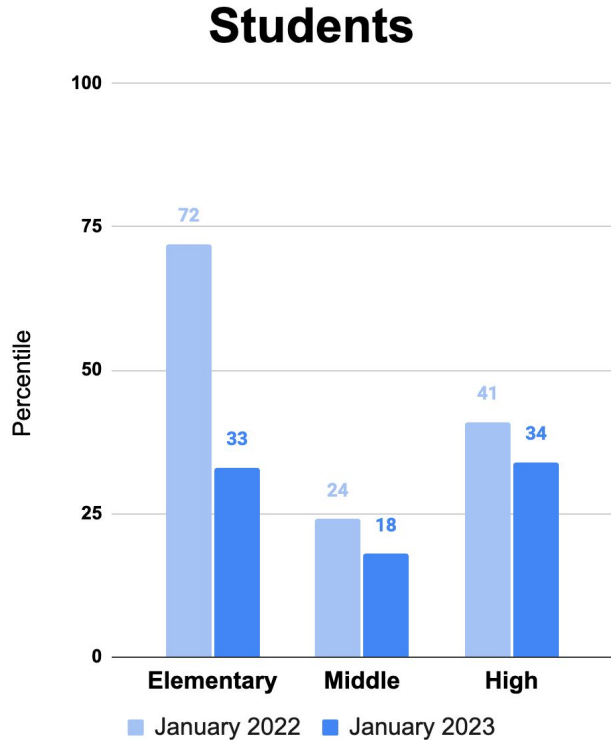


Highest School (Nationally)

'Typical' School (Nationally)

Lowest School (Nationally)

# Discipline Is Fair



Highest School (Nationally)

'Typical' School (Nationally)

Lowest School (Nationally)



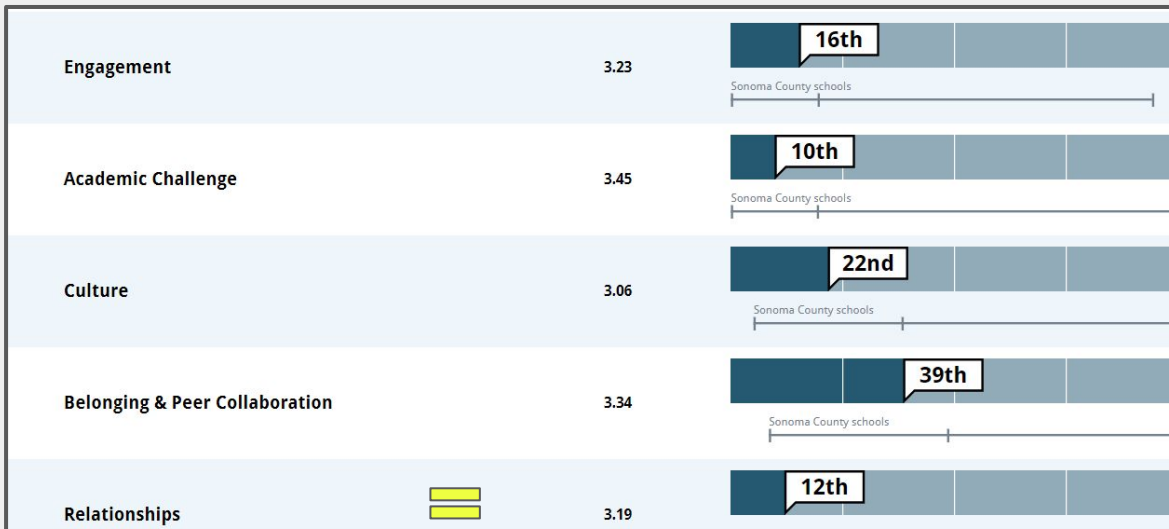
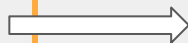
Note: Elementary school students answered the questions: "Do students behave in class?"

# YouthTruth Data: Middle School Students

Students Self  
Identifying as  
**LGBTQ+**



Students **NOT**  
self  
Identifying as  
**LGBTQ+**



## Example 2023 YouthTruth Student Survey Findings:

Middle and High School students districtwide report that **‘being depressed, stressed, and anxious’** were the biggest barriers to their learning.

# Questions?

# **Discipline Patterns**

**in**

# **Santa Rosa City Schools**

**Dr. Emanuele Bardelli**  
**Stacy Desideri**  
**Ken Roberts**  
**Linzey Ryan**

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# Outline for Tonight's Discipline Presentation

- State guidance on discipline
- **Who** is suspended?
- **What** are students suspended for?



**CALIFORNIA DEPARTMENT  
OF EDUCATION**

**TONY THURMOND**  
STATE SUPERINTENDENT OF  
PUBLIC INSTRUCTION

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1430 N STREET, SACRAMENTO, CA 95814-5901 • 916-319-0800 • [WWW.CDE.CA.GOV](http://WWW.CDE.CA.GOV)

August 19, 2021

Dear County and District Superintendents and Charter School Administrators:

**State Guidance for New Laws on Discipline**



# State Guidance for New Laws on Discipline

- Minimize Suspension for Attendance Issues
- Instead of Suspension, Support
  - restorative justice practices,
  - trauma-informed practices,
  - social and emotional learning, and
  - schoolwide positive behavior interventions and support
- Suspension as a Last Resort

# Suspensions Types

Suspension: Removal of a pupil from ongoing instruction for adjustment purposes  
(*Ed Code 48925*)

## Class Suspension\*

- Teacher decided
- One class period and the following one  
(*Ed Code 48910*)
- Once every five days  
(*Ed Code 48925*)

## In-School Suspension

## Out-of-School Suspension

- Administrator decided
- For one or more reasons in Ed Code 48900 (and 48915)
- No more than five days  
(*Ed Code 48900.5*)

\* Counts as suspension only for cases outlined in Ed code 48925

# Suspendable Reasons (Ed Code 48900)

- **Physical Injury - 48900(a)(1)**
- **Use of Force - 48900(a)(2)**
- **Dangerous Item - 48900(b)**
- **Intoxicant - 48900(c)**
- **Controlled Substance - 48900(d)**
- **Robbery - 48900(e)**
- Property Damage - 48900(f)
- Stealing - 48900(g)
- Tobacco Use - 48900(h)
- Profanity - 48900(i)
- *Defiance - 48900(k)*
- Received Stolen Property - 48900(l)
- Imitation Firearm - 48900(m)
- Harassment - 48900(o)
- Hazing - 48900(q)
- Bullying - 48900(r)
- Sexual Harassment - 48900.2
- Hate Violence - 48900.3
- Harassment - 48900.4
- Terroristic Threats - 48900.7

# Questions?

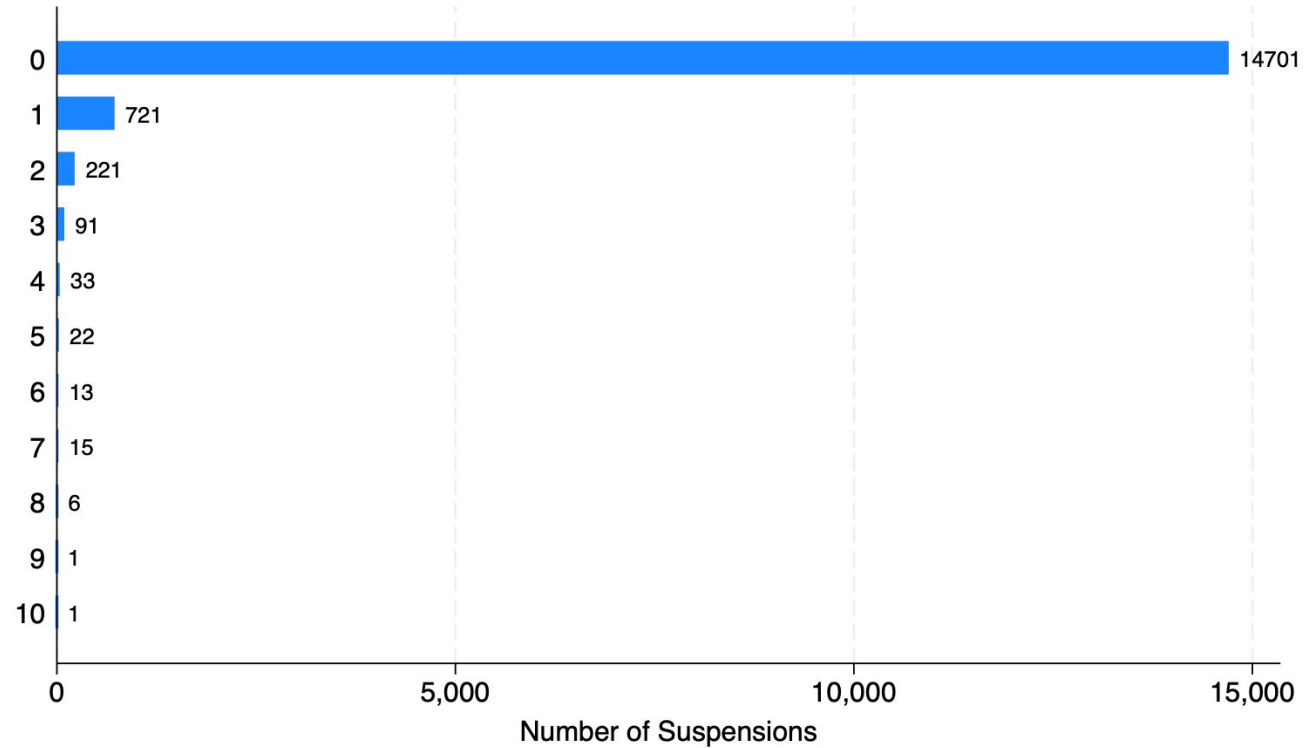
# Who is suspended?

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# Number of Suspensions

7%

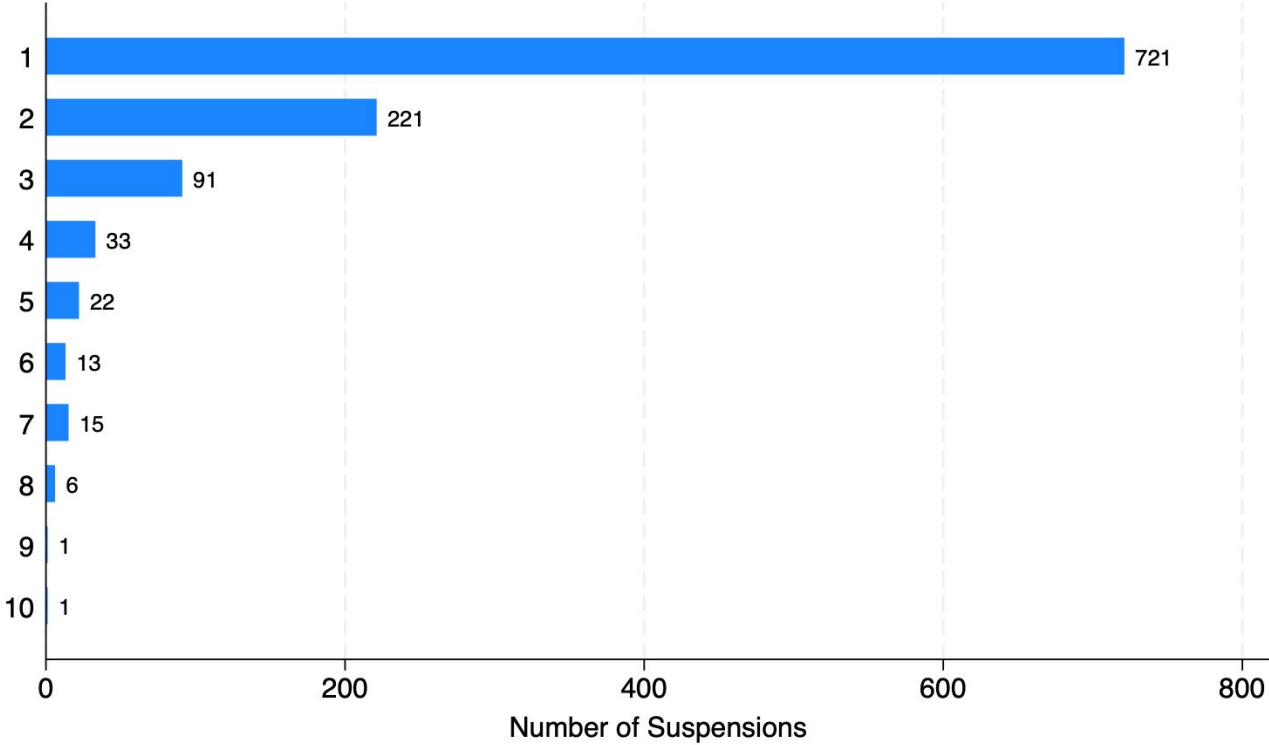
of our students  
were suspended  
at least once this  
school year



# Number of Suspensions

64%

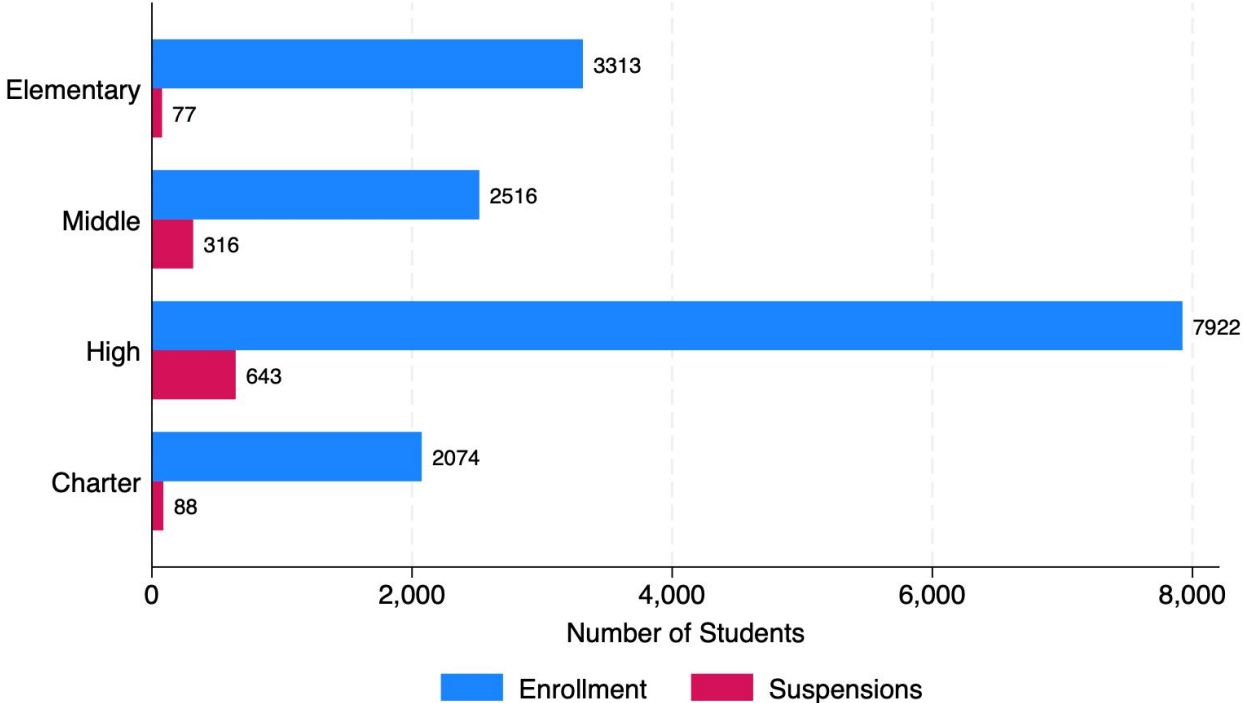
of the  
suspended  
students were  
suspended **once**  
this school year



# Suspensions by School Level vs. Enrollment

2%  
13%  
8%  
4%

of our students  
experience a  
suspension



# Suspensions by School Level vs. Enrollment

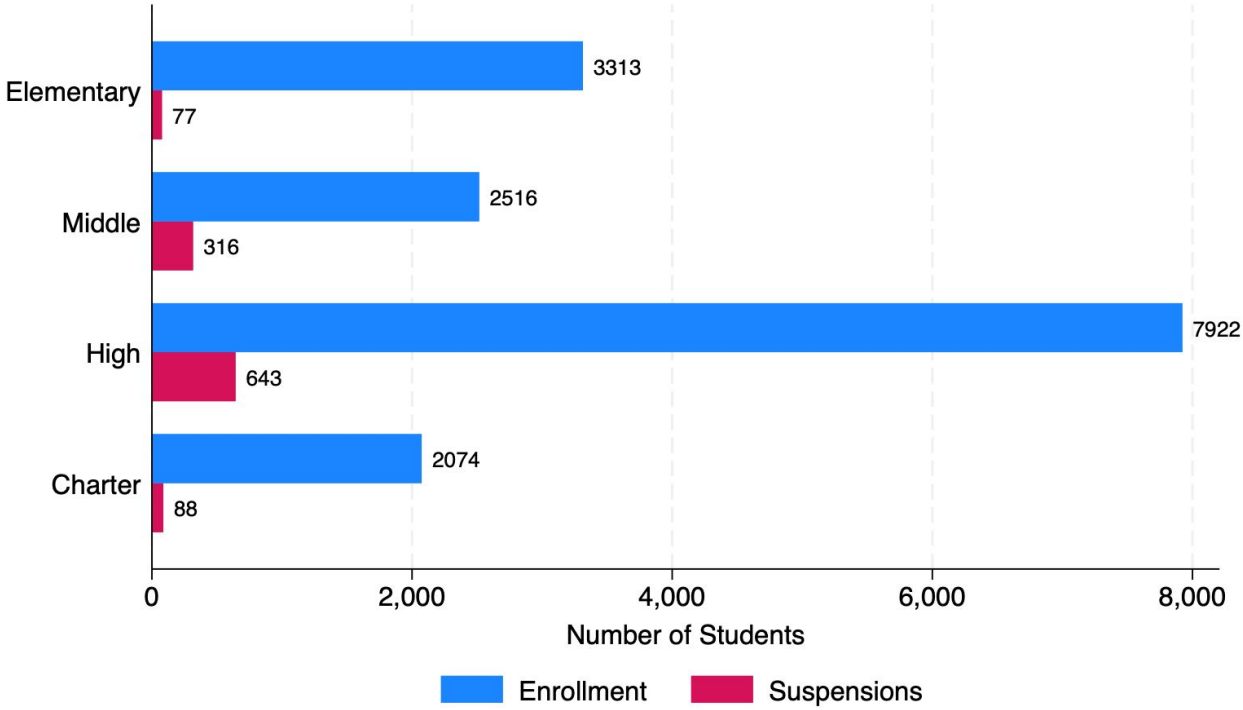
1 in 43

1 in 8

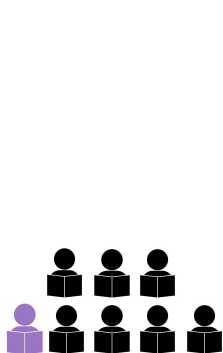
1 in 12

1 in 24

of our students  
experience a  
suspension



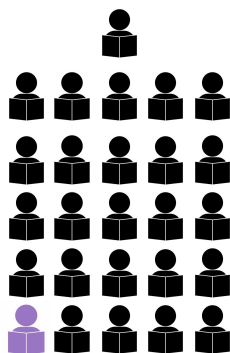
# Suspensions Disproportionality by Race



1 in 8

American  
Indian or  
Alaska  
Native

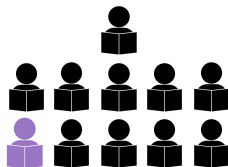
15 of 113



1 in 26

Asian  
American and  
Pacific  
Islanders

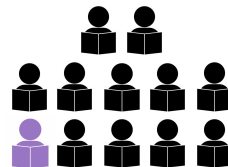
32 of 829



1 in 11

Black or  
African  
American

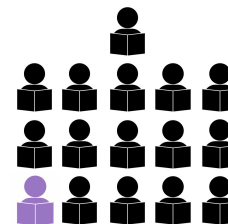
27 of 285



1 in 12

Hispanic or  
Latino

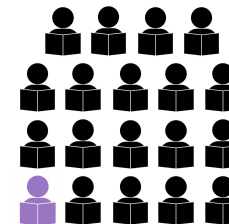
758 of 9323



1 in 16

Multi-ethnic

59 of 938



1 in 19

White

233 of 4337

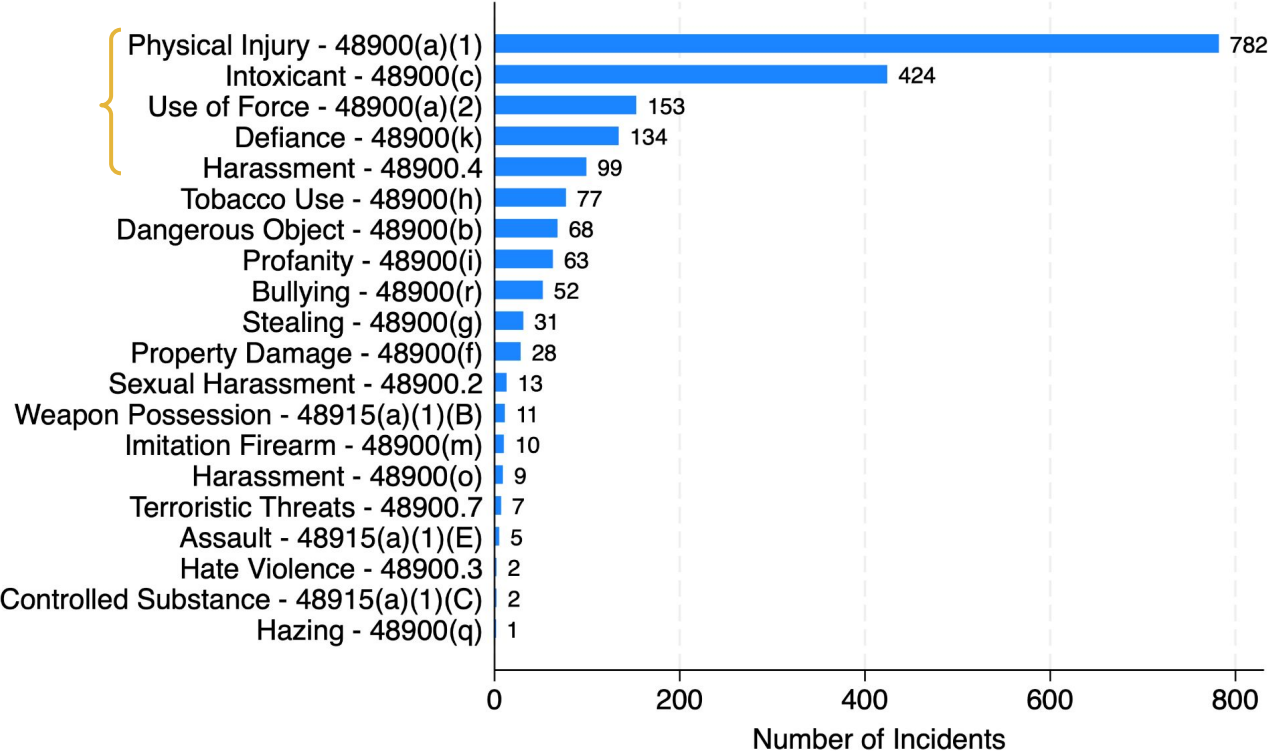
# Questions?

# What are students suspended for?

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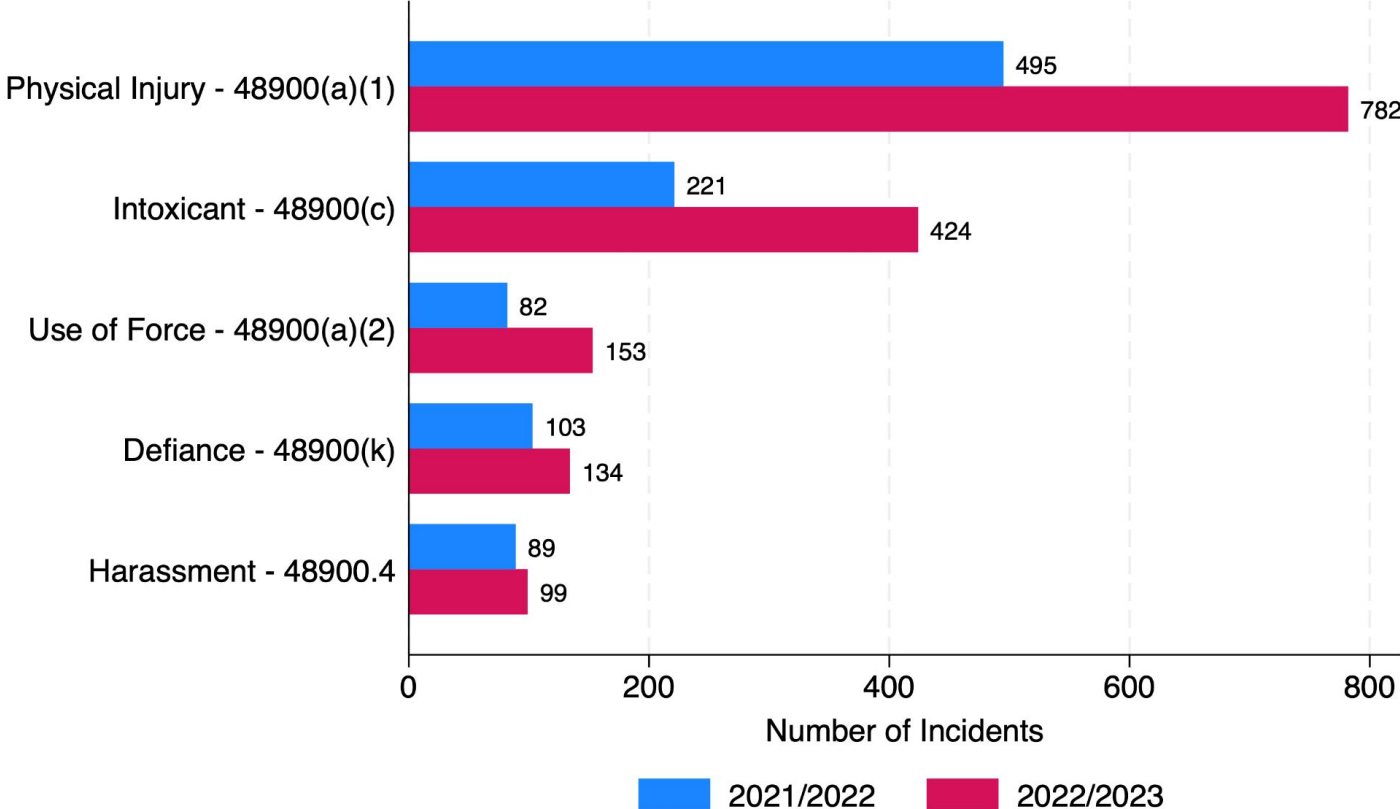
# Suspensions by Primary Code for 2022/2023

80%  
of all  
incidents  
fall in the  
top five  
violation

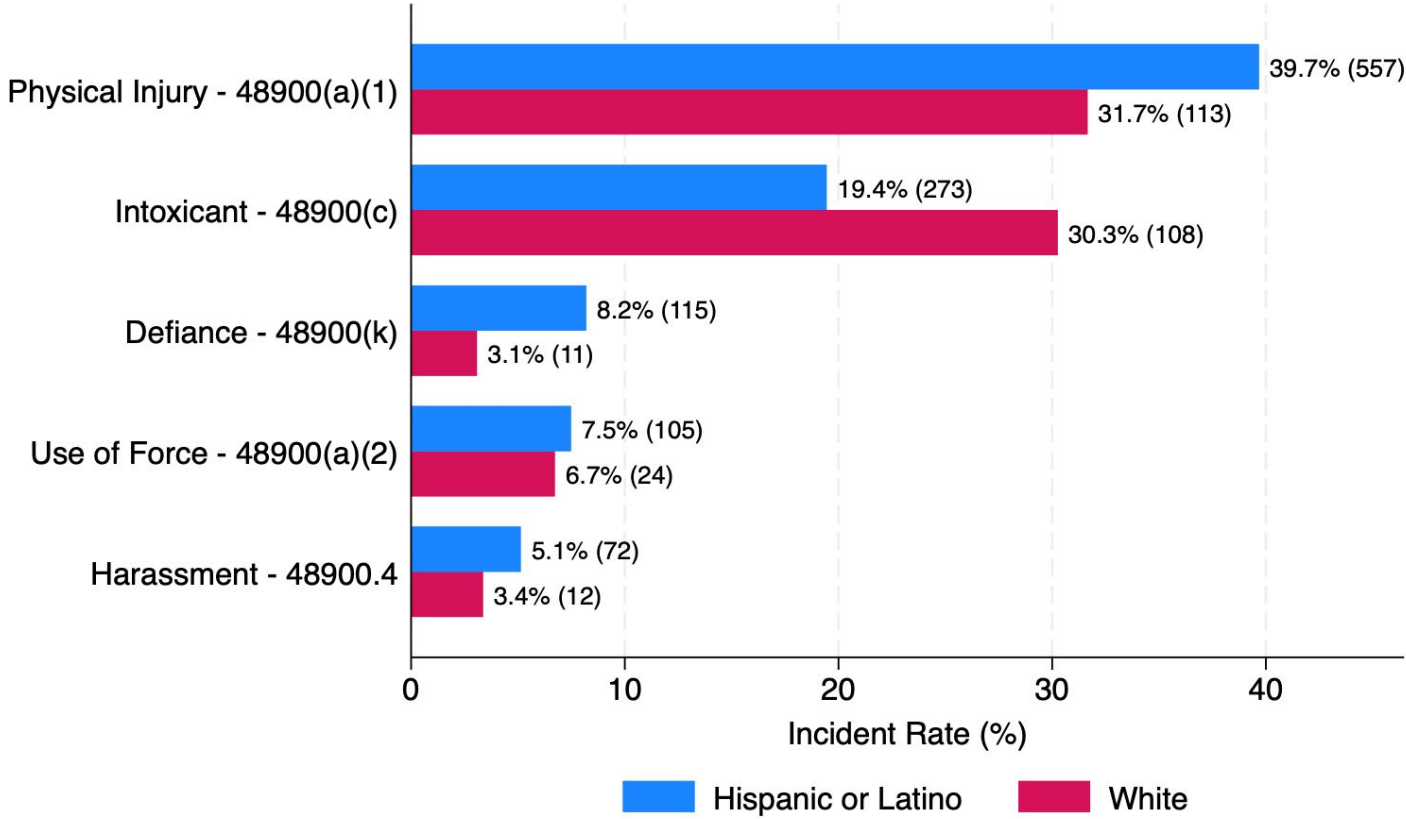


# Comparison between 2021 and 2022

60%  
Increase in  
incident  
numbers in  
the top 5  
violations  
year-to-year

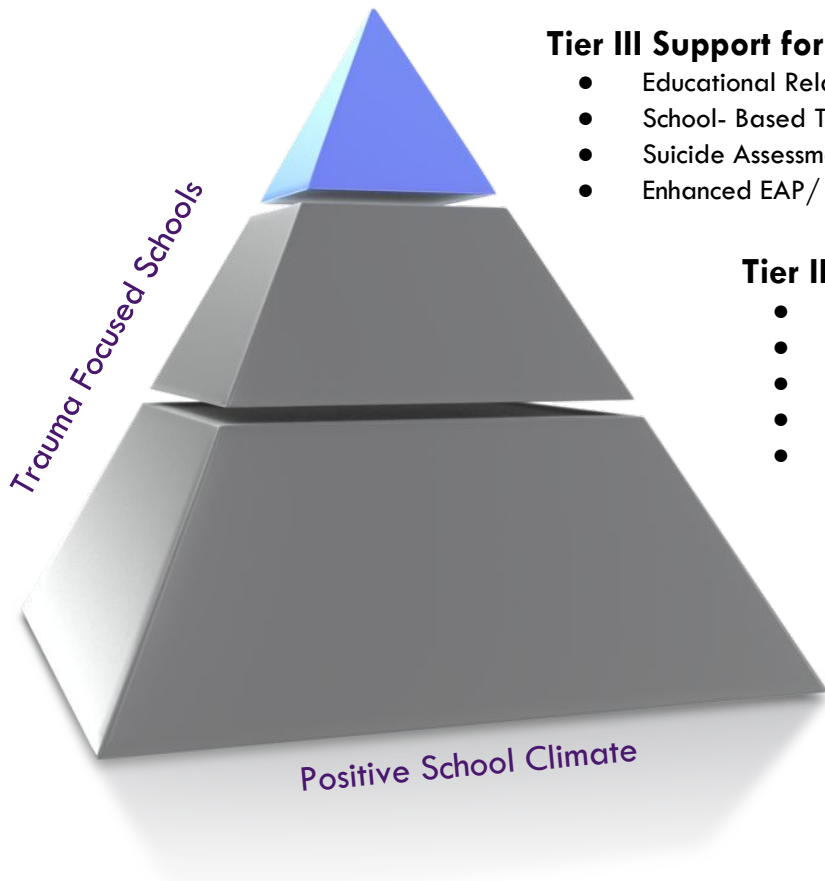


# Suspension Rates by Ethnicity



# Questions?

# Current Practice



## Tier III Support for Staff & Students 1:1

- Educational Related Mental Health Services (ERHMS)
- School- Based Therapy
- Suicide Assessment and Intervention
- Enhanced EAP/ SOS Counseling for Staff

## Tier II Specific Groups of Students & Staff

- Coping Groups
- School Counseling Groups
- Crisis Response Teams
- Comprehensive School Counseling
- Restorative Practices

## Tier I All Students and Staff

- Student SEL & Mental Health Universal Screening
- Social-Emotional Learning
- Mental Health Advocacy & Stigma Reduction
- Suicide Prevention
- Restorative Practices
- Positive Behavioral Interventions And Supports
- Safe School Ambassadors

# Policy Considerations

- BP/AR 0430 - Comprehensive Local Plan for Special Education
- BP/AR 0450 - Comprehensive Safety Plan
- AR 0460 - Local Control and Accountability Plan
- BP 1020 - Youth Services
- BP 5030 - Student Wellness
- BP 5131 - Conduct
- BP 5138 - Conflict Resolution/Peer Mediation
- BP/AR - 5141.6 - School Health Services
- BP 5142 - Safety
- BP/AR 5142.52 - Suicide Prevention
- BP/AR 5144 - Discipline
- BP/AR 5144.1/5144.2 - Suspension and Expulsion/Due Process
- BP 6164.2 - Guidance/Counseling Services

# Program Considerations

- Balancing discipline practices with Restorative Practices
- Positive Behavioral Interventions and Supports
- Consideration of consistency of Social-Emotional Learning TK-12
- Expand opportunities for student participation in peer mediation
- Wellness Centers
- Parent Education Seminars
- Support for school avoidance/anxiety
- Formalization of re-entry process and support

# Questions?